

DOCUMENT RESUME

ED 447 475

CS 014 286

TITLE The Nation's Report Card: Fourth-Grade Reading, 2000.
[PowerPoint Slide Presentation].

INSTITUTION National Center for Education Statistics (ED), Washington,
DC.

PUB DATE 2001-04-00

NOTE 55p.; For the full report, see CS 014 284. For the
highlights of the report, see CS 014 285.

AVAILABLE FROM This PowerPoint slide presentation available at
<http://nces.ed.gov/naep3/data/ppt/readpress040601.ppt>.
Related documents can be found at
<http://nces.ed.gov/naep3/reading/results/>.

PUB TYPE Numerical/Quantitative Data (110)

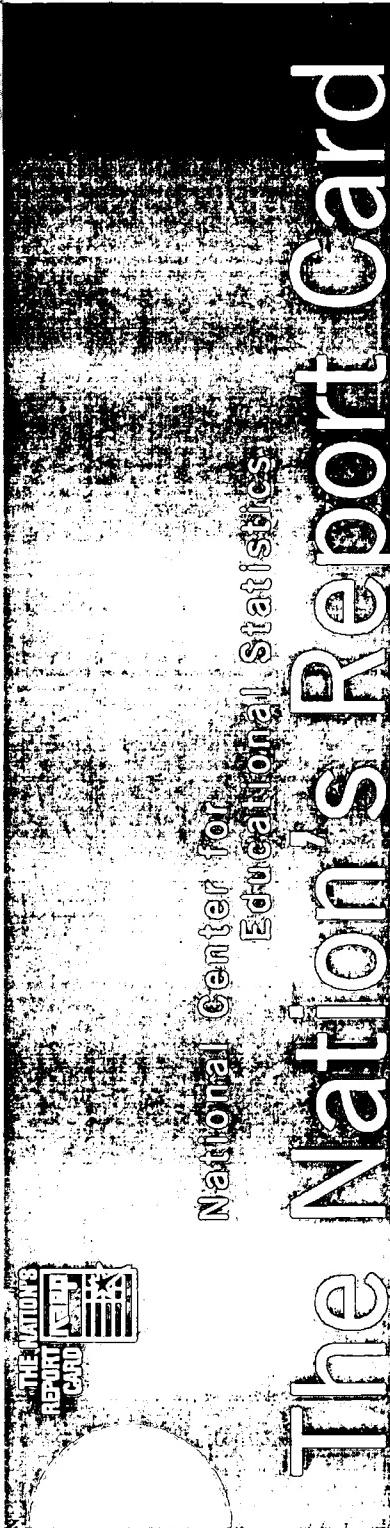
EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Comparative Analysis; Grade 4; Intermediate Grades;
*National Competency Tests; *Reading Achievement; Reading
Research; Sex Differences; Standardized Tests; *Student
Evaluation; Tables (Data); Test Results

IDENTIFIERS *National Assessment of Educational Progress

ABSTRACT

This 27-slide PowerPoint presentation presents the results of the 2000 NAEP (National Assessment of Educational Progress) fourth-grade reading assessment for the nation. It presents average scale scores, information on students reaching NAEP achievement levels, percentiles and reading performance, student subgroup findings, and home and school factors. Major findings are: (1) the reading performance of the nation's fourth graders remained relatively stable across assessment years; (2) significant changes were evident at the upper and lower ends of the performance distribution--higher performing students made progress, and the score at the 10th percentile in 2000 was significantly lower than 1992; (3) in 2000, the percentage of fourth-grade students performing at or above the "basic" level was 63%, and performance at or above the "proficient" level was achieved by 32% of fourth graders; (4) female fourth graders had a higher average score than their male peers; (5) white and Asian/Pacific Islander students outperformed their black, Hispanic, and American Indian peers; (6) students in the Northeast and Central regions outperformed their counterparts in the Southeast and the West; (7) students in central city schools had a lower average score than their peers in urban fringe/large town and rural/small town locations; (8) students eligible for the free/reduced lunch program had a lower average score than students ineligible for that program; (9) students attending public schools had lower average scores than their peers attending nonpublic schools; (10) students who reported reading more pages daily in school and for homework had higher average scores than students reporting reading fewer pages daily; and (11) the average score for the nation was lower in the results that included the performance of students who needed and were provided with testing accommodations. (RS)



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Features of the 2000 Reading Assessment

- Continuation of the reading assessment developed by National Assessment Governing Board (NAGB) and administered in '92, '94, '98, and '00
- 4th grade only (grades 8 and 12 not assessed)
- National only (no state samples)
- 8,000 4th-grade students were assessed:
 - 6,000 public school students
 - 2,000 nonpublic school students

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

Content of the 2000 Reading Assessment

- Students read complete texts from typical grade-appropriate sources
- Two types of texts representing different purposes for reading:
 - Reading for literary experience
 - Reading to gain information
- Students answer a combination of multiple-choice and constructed-response questions

SOURCE: National Center for Education Statistics. National Assessment of Educational Progress (NAEP). 2000 Reading Assessment.

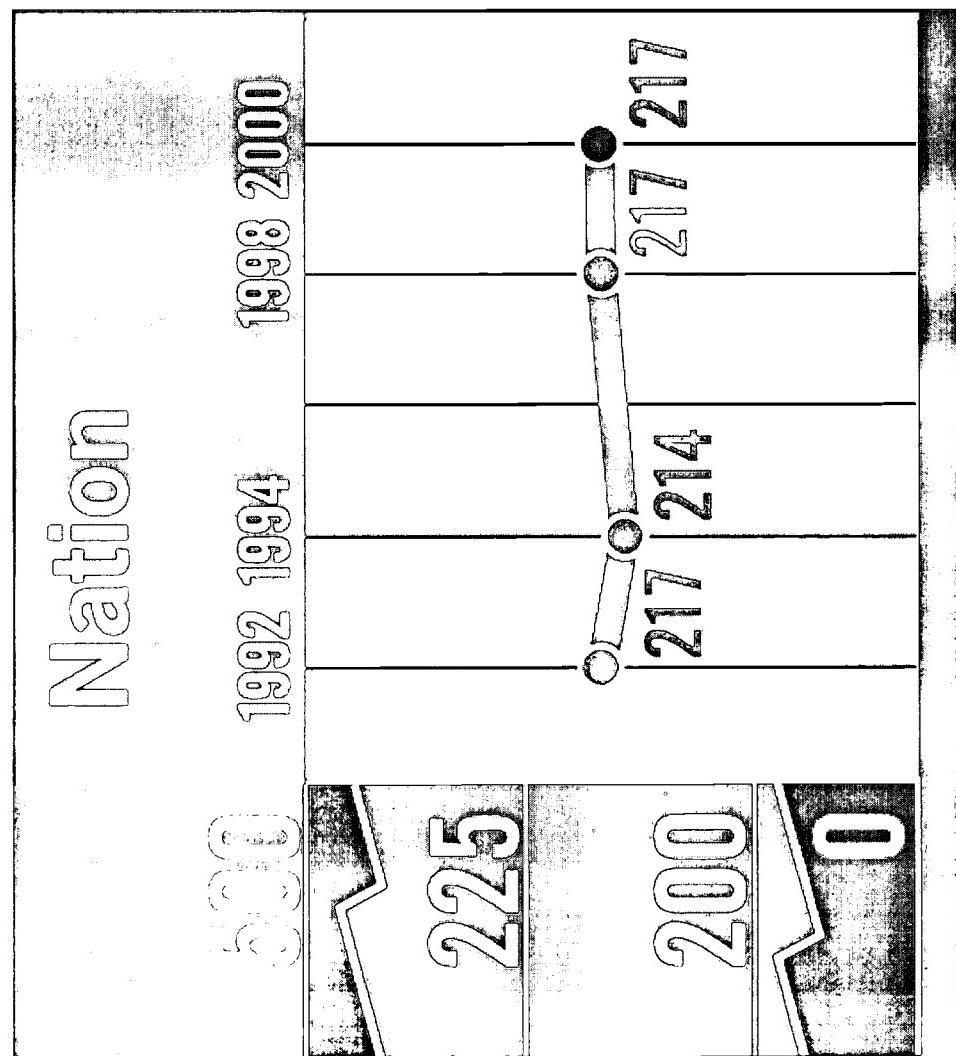
Results Reported from the 2000 Reading Assessment

- Average reading scores (0 to 500)
- Percentages of students attaining Achievement Levels:
 - Advanced
 - Proficient
 - Basic
- Results for the nation and for subgroups of students
- Contextual information reported by students
- Sample items and instructional information reported by teachers and principals on the web

SOURCE: National Center for Education Statistics. National Assessment of Educational Progress (NAEP). 2000 Reading Assessment.

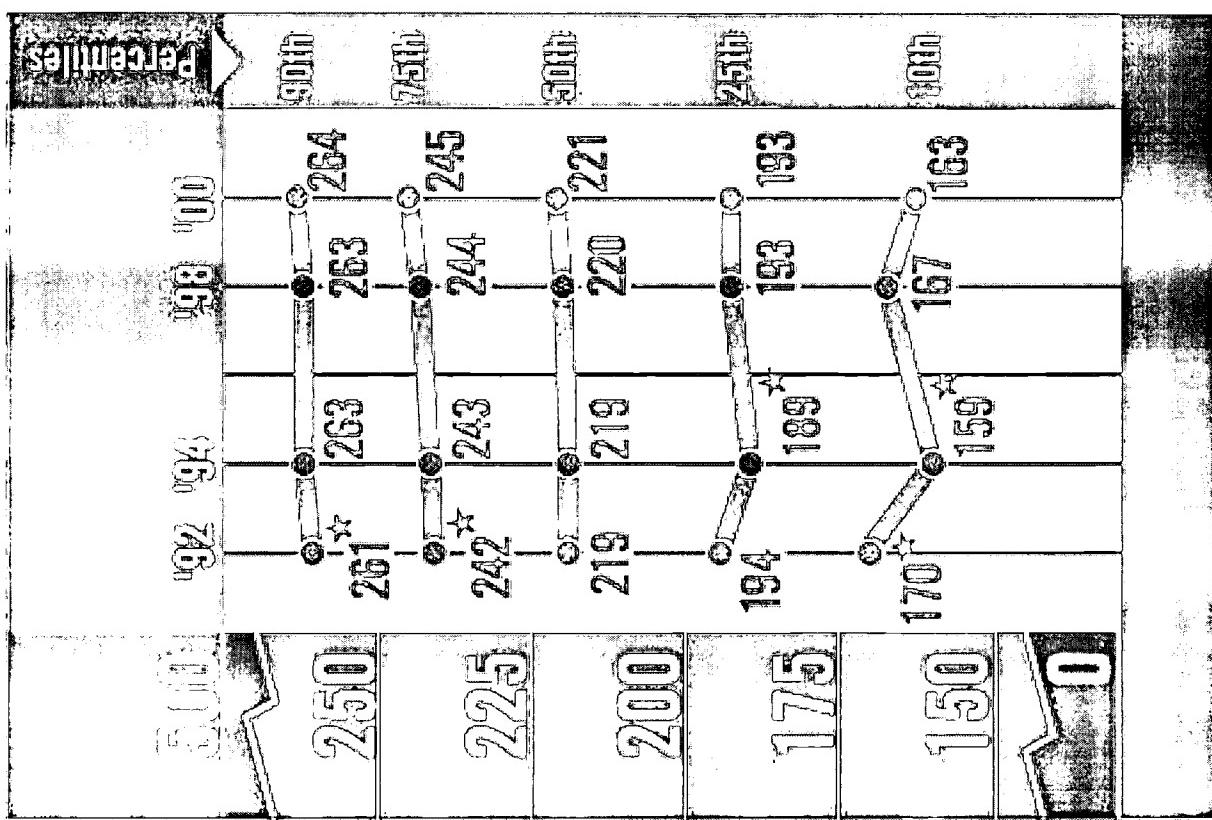
Average Reading Score Results for the Nation

No overall
change from
1992 to 2000



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments

Reading Score Percentiles

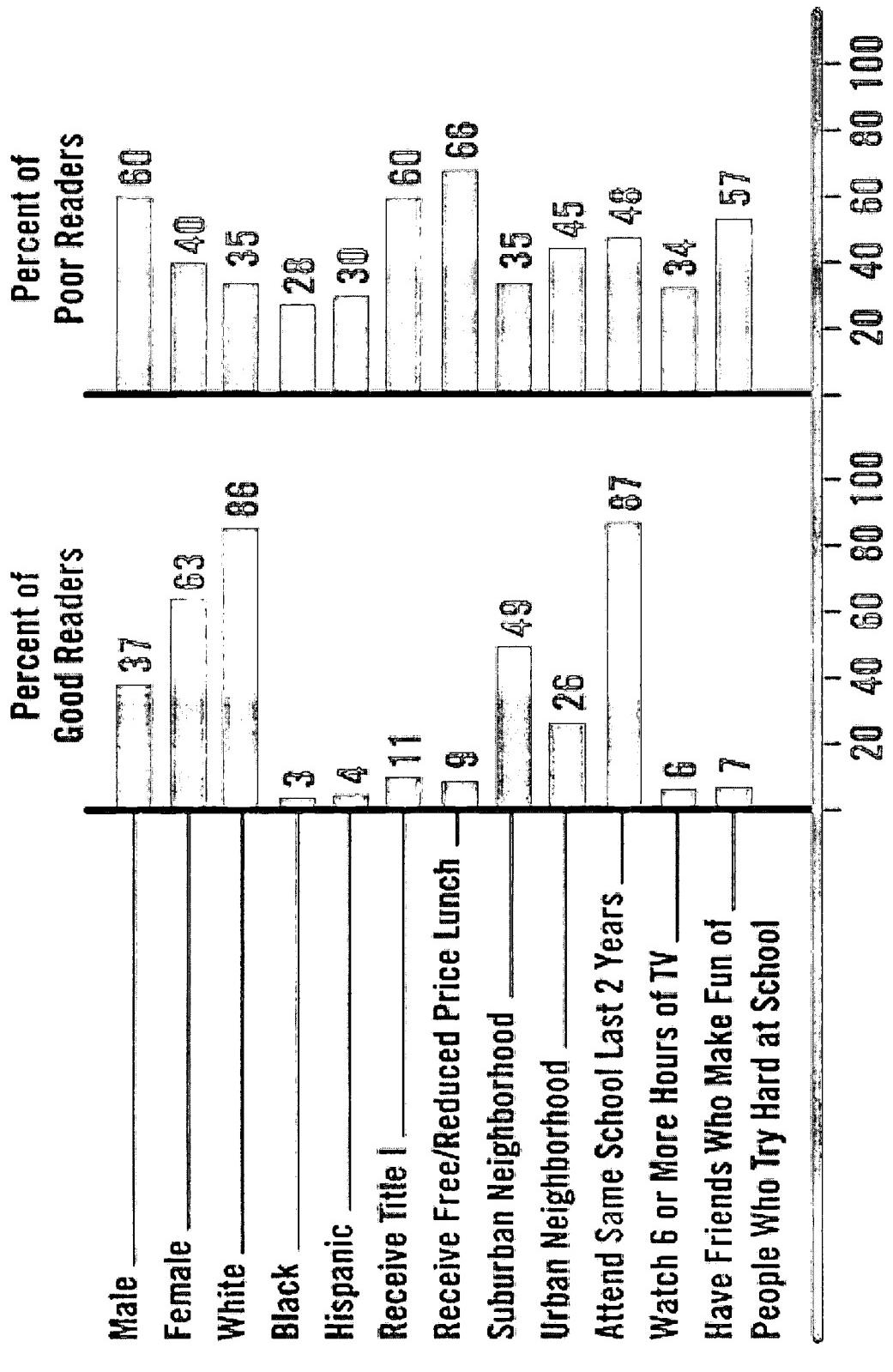


- High-performing students show increases
- Low-performing students show decreases

★ Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments

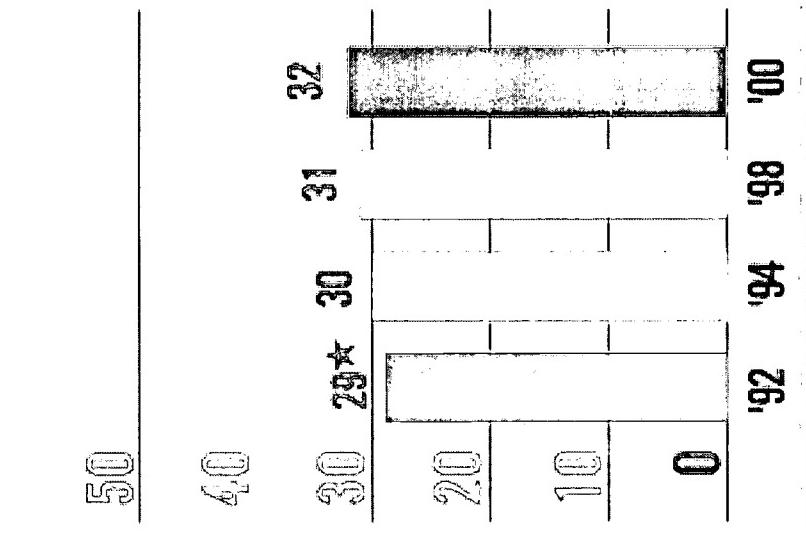
Profiles of Good and Poor Readers



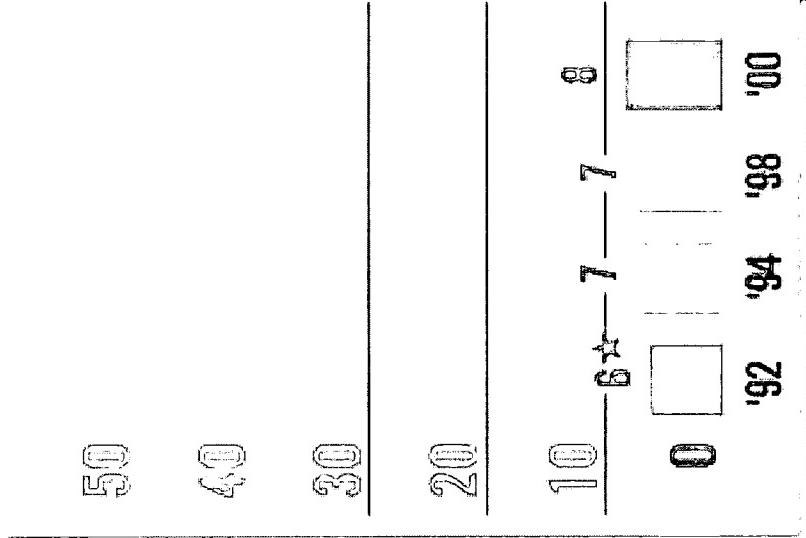
Good Readers = Top 10% of Students
Poor Readers = Bottom 10% of Students

Achievement Level Results for the Nation

Percentage reading
at or above Proficient



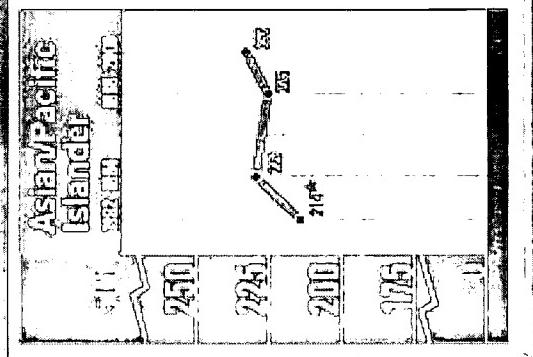
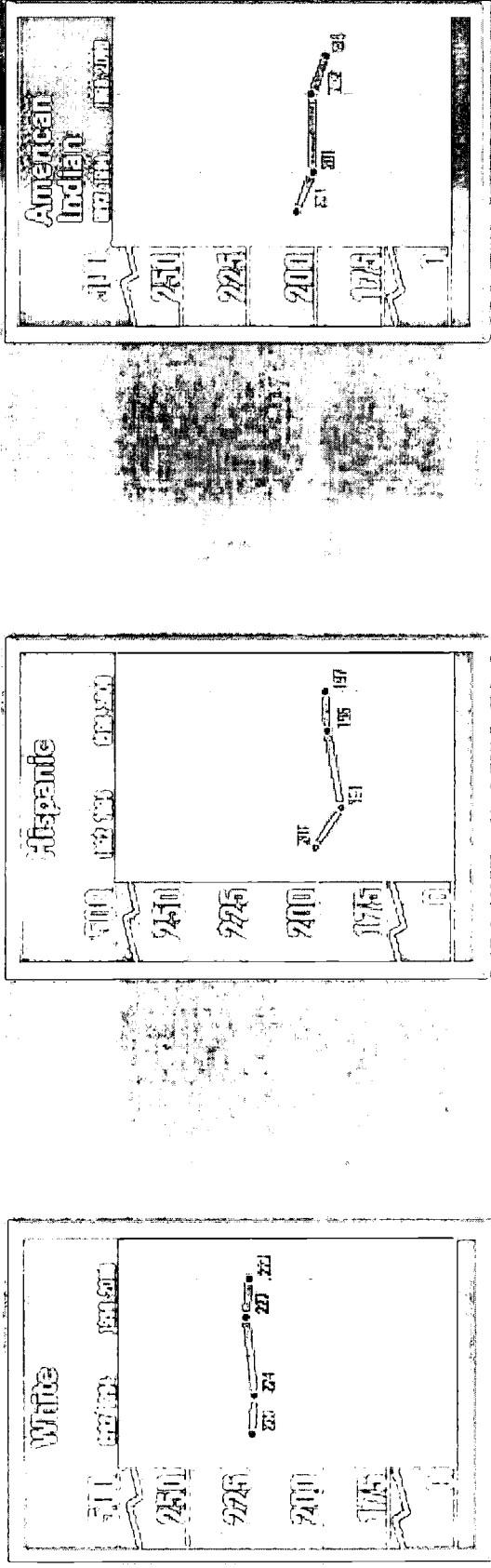
Percentage reading
at Advanced



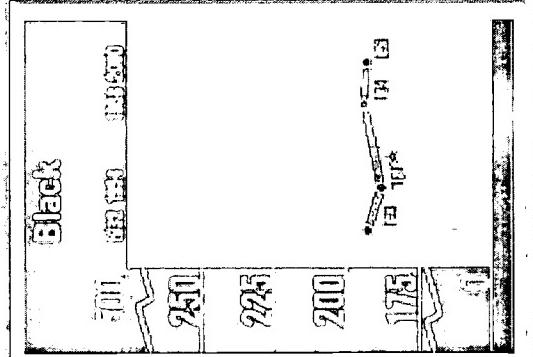
* Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments

Average Reading Scores by Race/Ethnicity 1992–2000

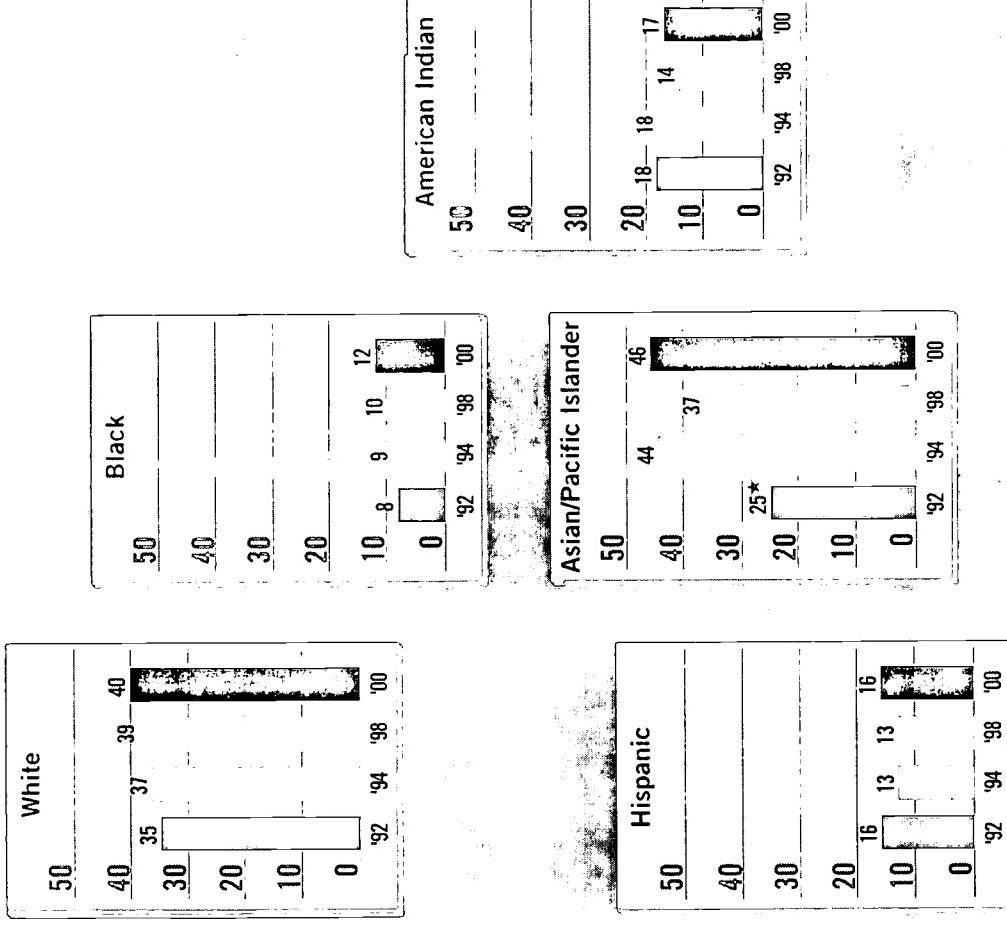


★ Significantly different from 2000



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Percentage Reading at or above Proficient by Race/Ethnicity

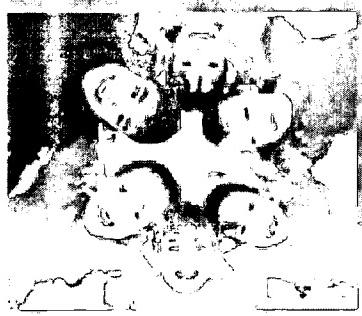


* Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments

Percentage of Students by Race/Ethnicity 1992-2000

| | '92 | '94 | '98 | '00 |
|------------------------|-----|-----|-----|-----|
| White | 71* | 69* | 67 | 66 |
| Black | 16* | 15* | 16* | 14 |
| Hispanic | 9* | 12* | 13* | 15 |
| Asian/Pacific Islander | 2 | 3 | 2 | 3 |
| American Indian | 2 | 2 | 2 | 2 |

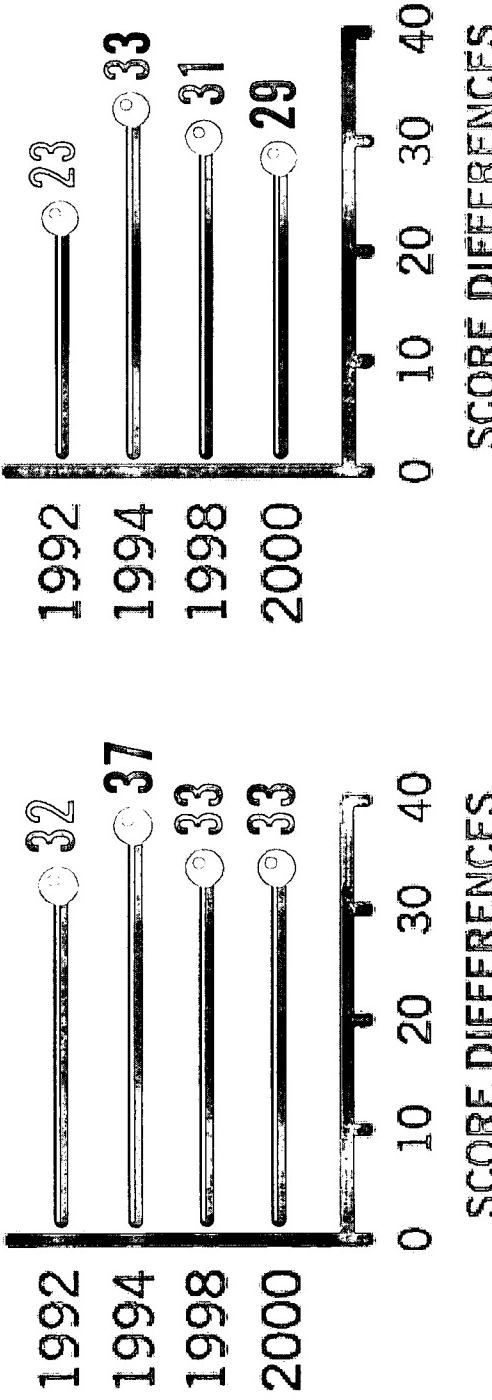


* Significantly different from 2000.

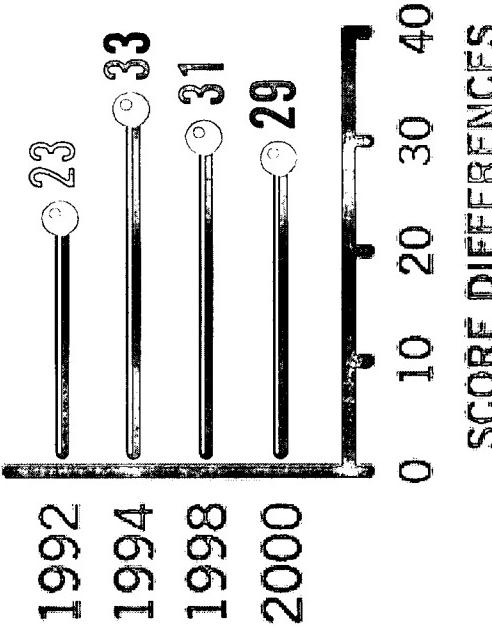
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments.

Trends in Racial/Ethnic Gaps in Reading

White - Black

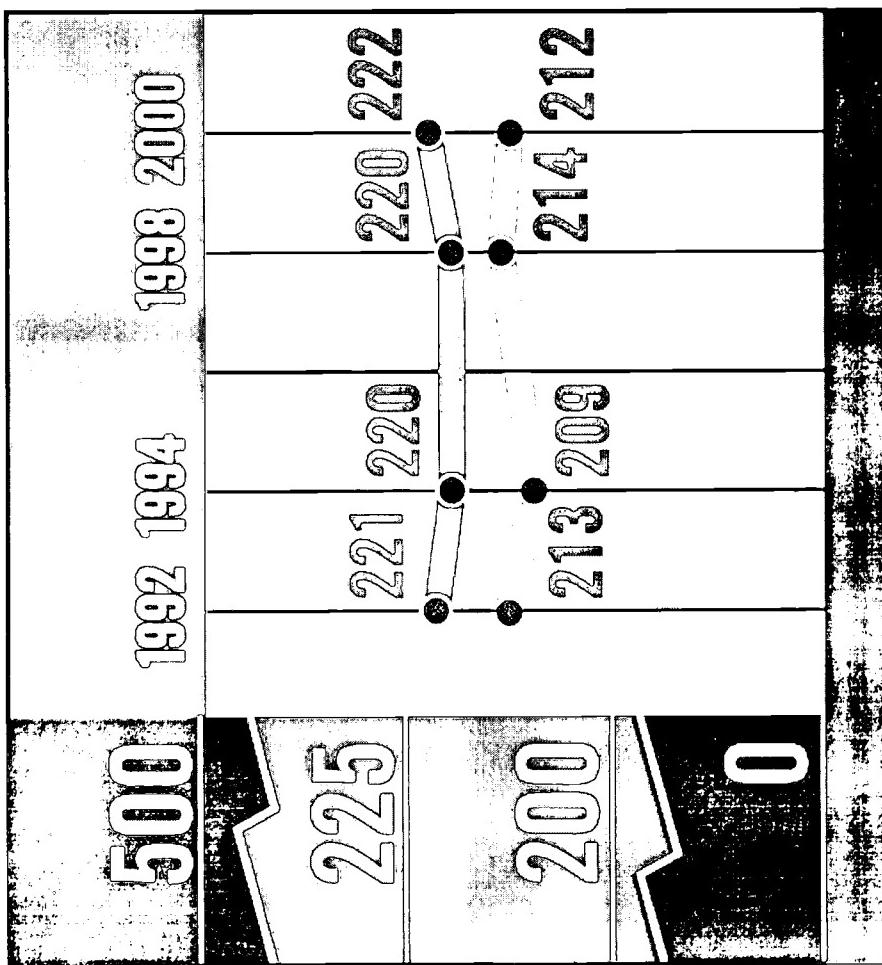


White - Hispanic



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments

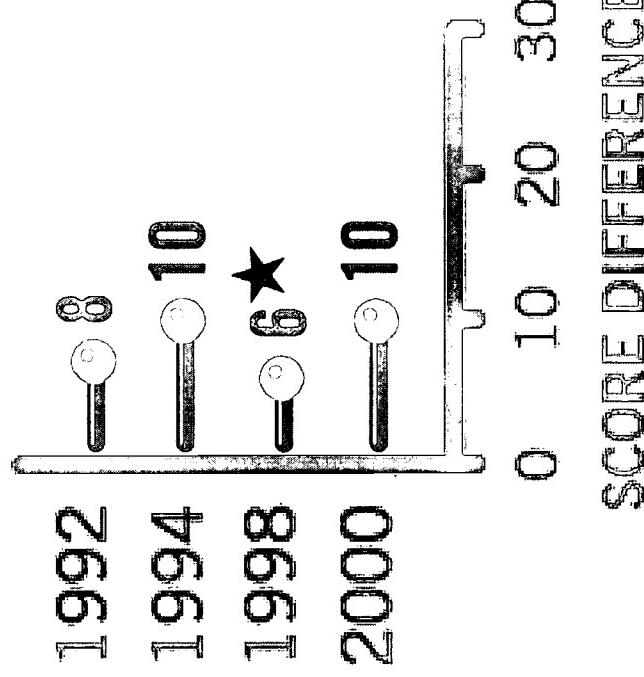
Average Reading Scores by Gender 1992-2000



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000, Reading Assessments.

Trends in Gender Gaps in Reading

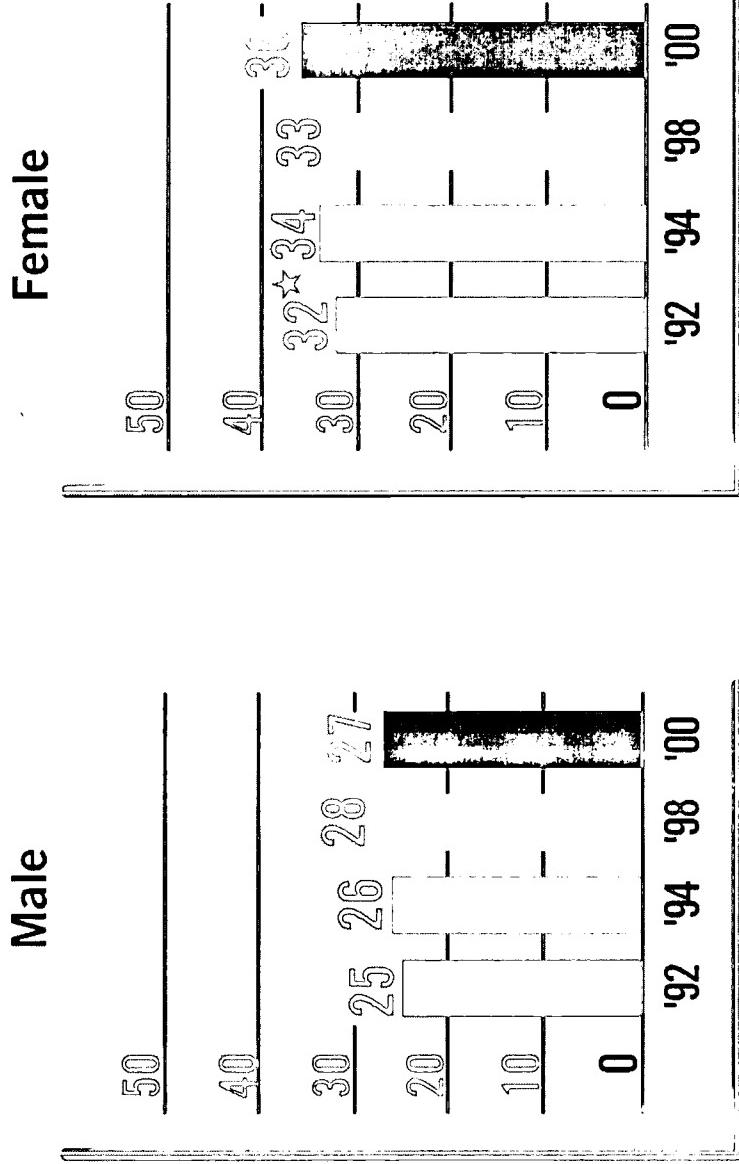
Female - Male



★ Significantly different from 2000.

SOURCE: National Center for Education Statistics. National Assessment of Educational Progress (NAEP). 1992-2000 Reading Assessments

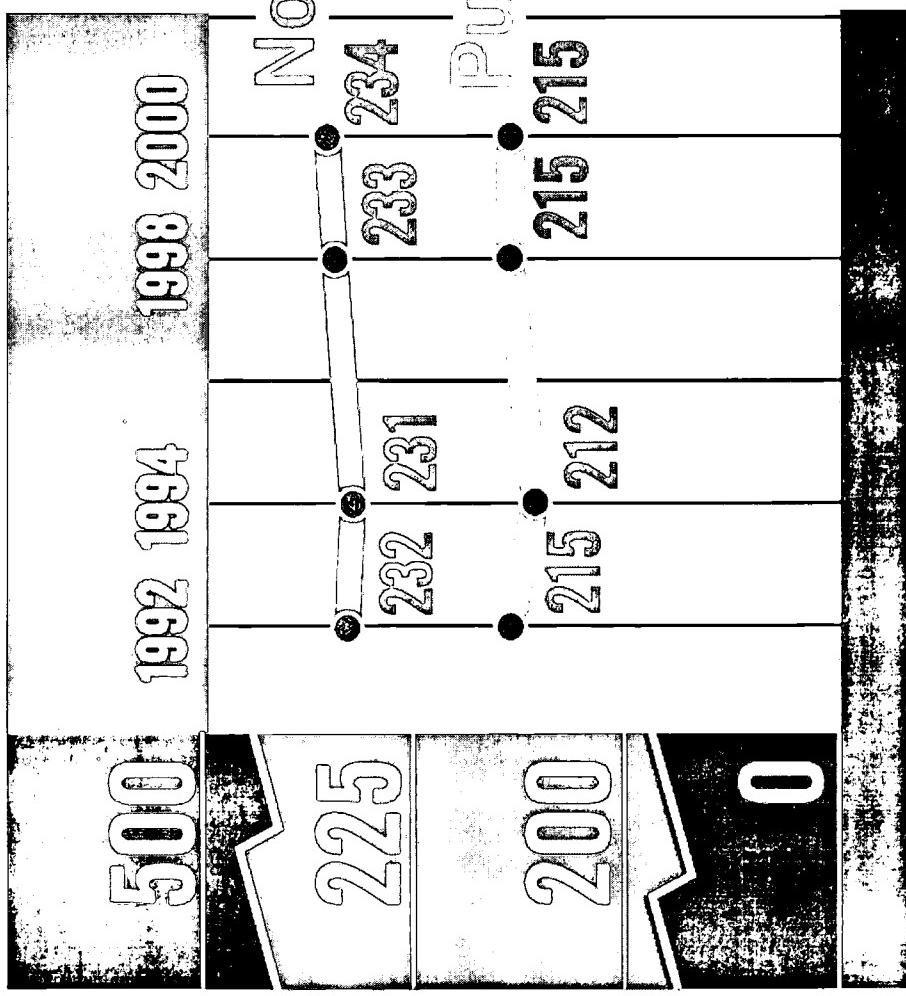
Percentage Reading at or above Proficient by Gender



* Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments.

Average Reading Scores by Type of School 1992-2000



SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments.

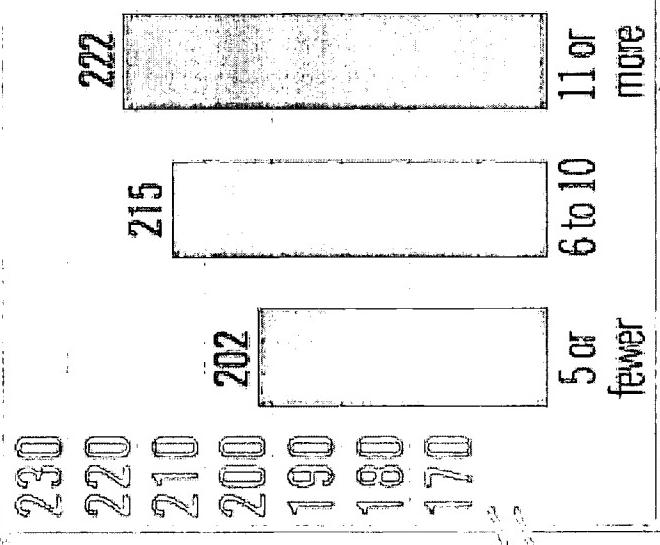
Pages Read Daily for School and Homework

Percentage of students reporting on the number of pages read daily, 1992–2000

| | '92 | '94 | '98 | '00 |
|------------------|-----|-----|-----|-----|
| 11 or more pages | 56* | 54* | 57 | 60 |
| 6 to 10 pages | 23* | 23* | 22 | 20 |
| 5 or fewer pages | 21 | 23* | 21 | 19 |

* Significantly different from 2000.

Average scores by number of pages read daily



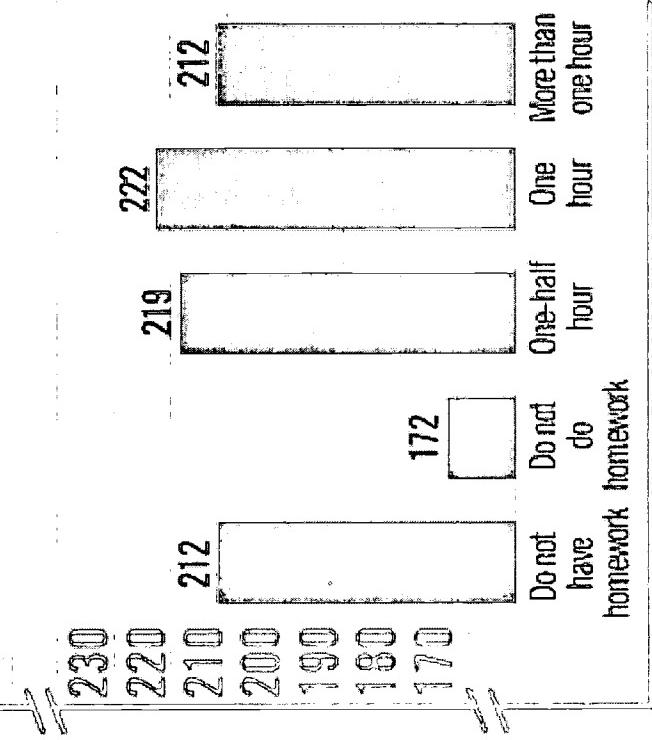
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments.

Time spent on homework

Percentage of students reporting on the amount of time spent doing homework each day, 1992-2000

| | | | | |
|----------------------|------|------|----|----|
| | | | | |
| More than one hour | 15 | 15 | 16 | 16 |
| One hour | 28 | 30 | 31 | 29 |
| One-half hour | 39 * | 39 * | 43 | 43 |
| Do not do homework | 2 | 3 * | 2 | 2 |
| Do not have homework | 16 * | 13 * | 8 | 10 |

Average scores by time spent doing homework



★ Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992-2000 Reading Assessments

Reading for Fun

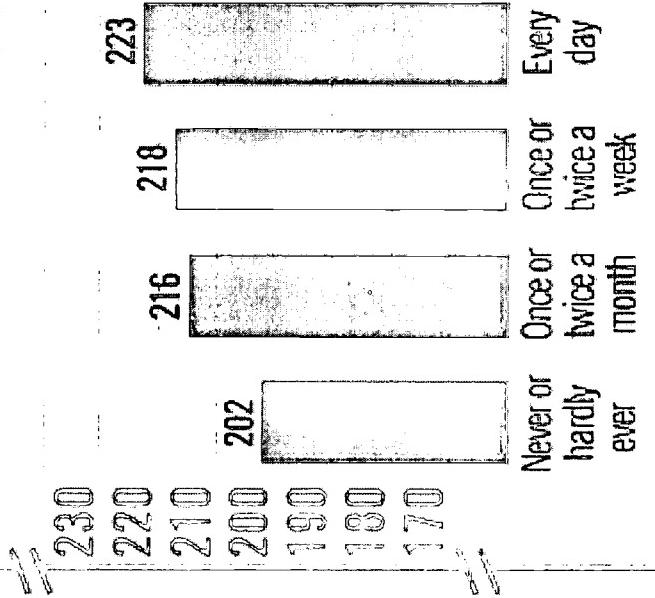
Percentage of students reporting on how often they read for fun, 1992–2000

| | '92 | '94 | '98 | '00 |
|-----------------------|-----|-----|-----|-----|
| Every day | 44 | 45 | 43 | 43 |
| Once or twice a week | 32 | 32 | 32 | 32 |
| Once or twice a month | 12 | 12 | 12 | 12 |
| Never or hardly ever | 13 | 12* | 13 | 14 |

* Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Average scores by frequency of reading for fun



Number of Different Types of Reading Materials in the Home

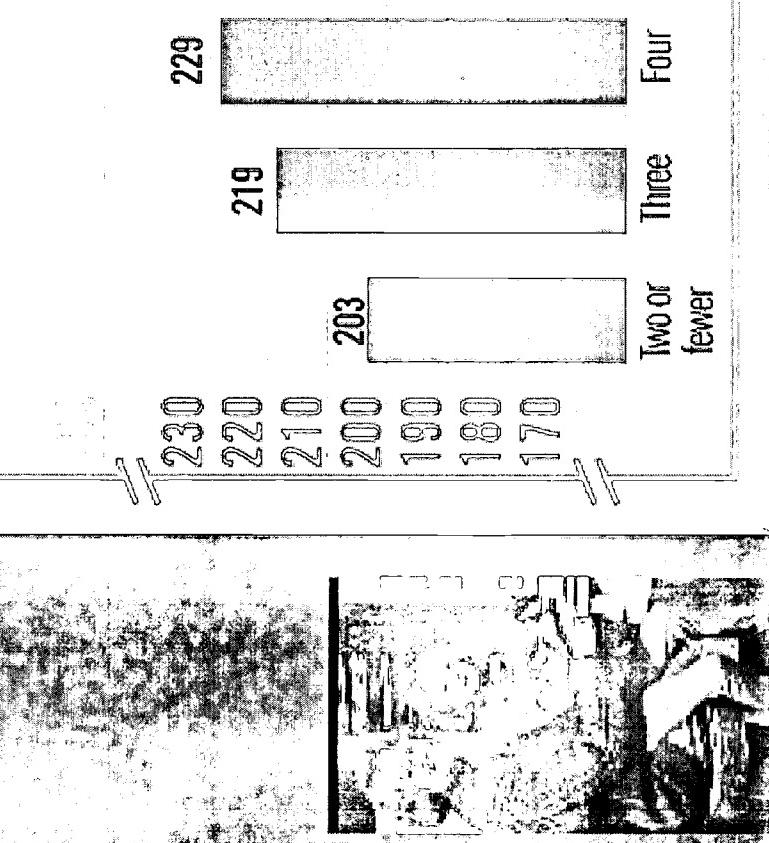
Percent of students reporting on the number of different types of reading materials in the home, 1992–2000

| | '92 | '94 | '98 | '00 |
|--------------|-----|-----|-----|-----|
| Two or fewer | 31 | 29* | 30 | 32 |
| Three | 32 | 34 | 33 | 34 |
| Four | 37 | 38* | 37 | 34 |

* Significantly different from 2000.

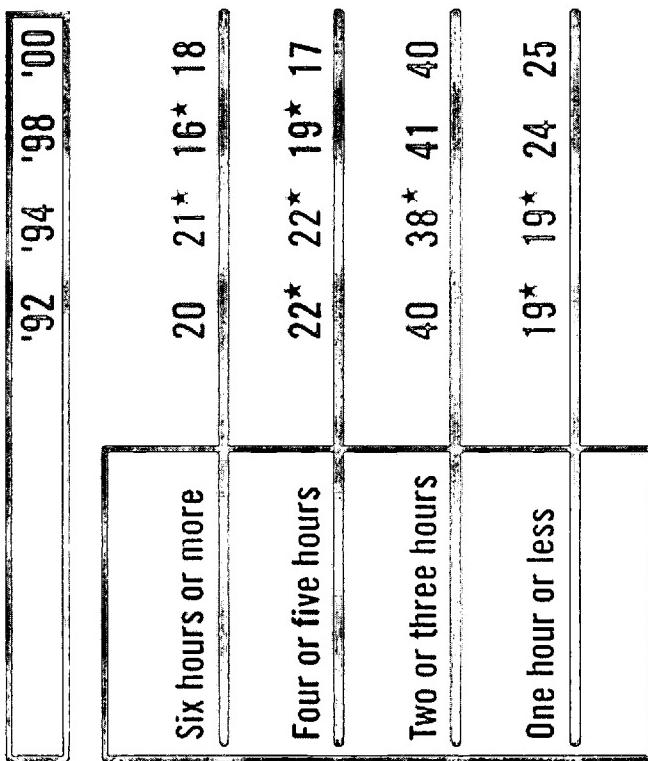
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Average scores by number of types of reading materials in the home

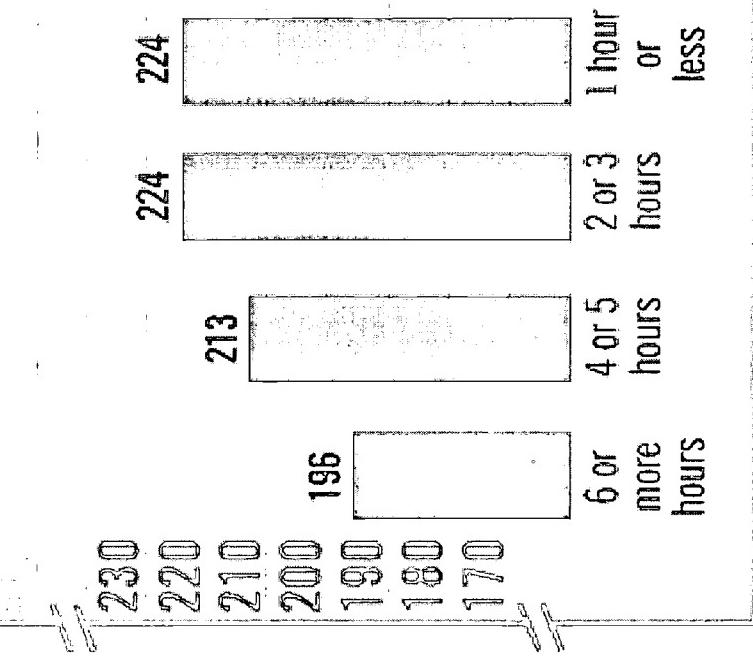


Time Spent Watching TV Daily

Percentage of students reporting on the amount of time spent watching television daily, 1992–2000



Average scores by time spent watching television daily



★ Significantly different from 2000.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Accommodations Permitted in the NAEP Reading Assessment

- For the first time in 2000, NAEP is reporting results that include the performance of students assessed with accommodations.
- Types of accommodations included:
 - One-on-one testing
 - Small-group testing
 - Extended time
 - Oral reading of directions
 - Signing of directions
 - Use of magnifying equipment
 - Use of an aid for transcribing responses

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998-2000 Reading Assessments.

Students with Disabilities

Percentage of students with disabilities, 1992–2000

| | '92 | '94 | '98 | '00* |
|---------------------------------|-----|-----|-----|------|
| Identified | 7 | 10 | 11 | 12 |
| Excluded | 4 | 4 | 6 | 4 |
| Assessed without accommodations | 3 | 6 | 5 | 5 |
| Assessed with accommodations | 2 | | | |

* Based on sample with accommodations permitted.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Students with Limited English Proficiency

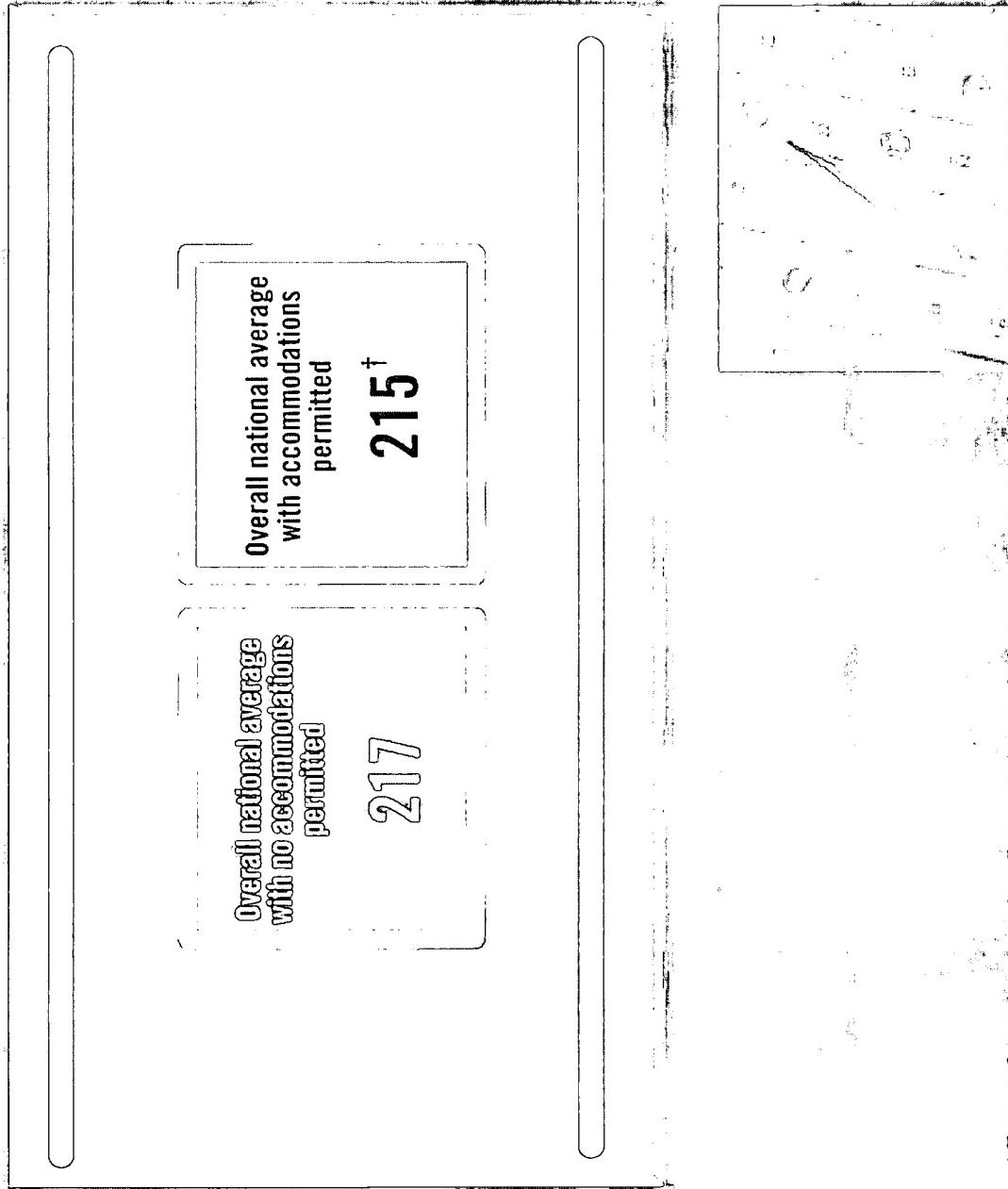
Percentage of students with limited English proficiency, 1992–2000

| | '92 | '94 | '98 | '00* |
|---------------------------------|-----|-----|-----|------|
| Identified | 3 | 4 | 6 | 6 |
| Excluded | 2 | 1 | 3 | 2 |
| Assessed without accommodations | 1 | 2 | 2 | 4 |
| Assessed with accommodations | <1 | | | |

* Based on sample with accommodations permitted.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992–2000 Reading Assessments

Average Reading Scores by Type of Sample: 2000



† Significantly different from the sample where accommodations were not permitted.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

Average Reading Scores by Race/Ethnicity and Type of Sample: 2000

| Race/Ethnicity | Not permitted | | Permitted | |
|------------------------|---------------|------------------------|-----------------|----------|
| | Black | Asian/Pacific Islander | American Indian | Hispanic |
| White | 226 | 225 | 193 | 197 |
| Black | 193 | 190 [†] | 232 | 229 |
| Asian/Pacific Islander | 197 | 196 | 201 | 201 |
| American Indian | 201 | 201 | 201 | 201 |

† Significantly different from the sample where accommodations were not permitted.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.





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